Maintenance of Indira Gandhi and Jawaharlal Nehru Stadia in Delhi

2147. DR. BAPU KALDATE: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) what is the annual allocation earmarked for maintenance and upkeep of the Indira Gandhi and Jawaharlal Nehru Stadia in Delhi;

(b) what is the actual amount spent during 1991, 1992 and 1993 (till date);

(c) whether it is a fact that the Indira Gandhi and the Jawaharlal Nehru stadiums are in a pathetic condition because of their poor maintenance;

(d) if so, whether Government have made any inquiry into the laxity of the authorities concerned in the maintenance of the stadia and the manner in which the amount earmarked for the purpose has been spent; and

(e) if so, what are the details thereof stating the action taken by Government in the matter?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF YOUTH AFFAIRS AND SPORTS) AND THE MINISTER OF STATE IN THE MINISTRY OF PARLIAMENTARY AFFAIRS (SHRI MUKUL WASNIK): (a) During 1993-94, a sum of Rs. 159 lakhs and 120 lakhs has been allocated for the maintenance and upkeep of Indira Gandhi and Jawaharlal Nehru Stadia respectively.

(b) Following amount was incurred by maintenance agencies on Civil Electrical and Horticultural works of Indira Gandhi and Jawaharlal Nehru Stadiums:—

	I.G. Stadium	J.N. Stadium
1991-92	1,66,35,522	1,56.88,364
1992-93	1,45,15,399	1,17.03.006
1993-94	18.85.002 (Upto Sep. '93)	61,36,379 (Upto Oct. '93)

(c) No, Sir. However, during rainy season some leakages were noticed in Indira Gandhi Stadium only.

(d) An enquiry was made by a two member committee into the leakage & other maintenance issues of Indira Gandhi Stadium.

(e) the Committee went into reasons for heavy seepage of water through the roof of Indira Gandhi Stadium and the risk posed by the slabs hanging dangerously from the ceiling.

The Committee has suggested short term and long term measures to maintain the stadia complex besides undertaking a complete detailed technical and engineering evaluation of the requirements to know the renovation work necessary to safeguard the structure. A schedule for the annual maintenance work and yearly certification of the overall fitness of the building has also been recommended. Efforts have been made to invite expert opinion from structural Engineering Institute. Ghaziabad, a Government of India Undertaking. Necessary repairs will be carried out on receipt of expert opinion.

Discrimination Against Girls in rural Areas

2148. SHRI KRISHAN LAL SHARMA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that the girls are still discriminated in the rural areas and their education remains neglected;

(b) whether Government have enquired into the reasons thereof and if so, the details thereof; and

(c) what effective steps are being taken to end discrimination against them and to the neglect of their education?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF WOMEN AND CHILD DEVELOPMENT) (SHRIMATI BASAVA RAJESWARI): (a) and (b) Due to the combined effect of wide spread rural poverty social prejudices and inequalities against women and their low entitlements, girls in the rural areas suffer deprivation including neglect of their education.

(c) The Government realises that empowerment of women and main streaming them in the National Development will neutralise the cumulative socio-economic and educational deprivation faced by them including the girls in the rural areas. Towards, this, in addition to enabling constitutional provisions, a number of legislative measures, enunciation of women-specific and women-related policies and various schemes|programmes cutting across several Ministries/Departments are being implemented.

The Government is also implementing the National Plan of Action for the SAARC Decade of the Girl Child 1991—2000 AD. The Plan of Action focusses on the 3 major goals of Survival, Protection and Development of the Girl Child in India while emphasising the needs of Girl Children belonging to Special and Vulnerable Groups and Adolescent Girls. The National Plan of Action, inter-alia, has the major goals of universal access to basic education, at least 80 per cent coverage in primary education, reduction of adult-illiteracy to half, diversified secondary educaiton for girls etc.

For the education of girls, various schemes like increasing the enrolment of girls, reduction of direct cost of education, recruitment of female teachers, creating linkages between schools and Early Childhood Care and Education, expanding non-formal education programmes for girls, porgrammes of awareness generation, revision of school text book to remove gender bias etc. are being implemented.

The Government has also started the implementation of a Special Adolescent Girls Scheme through the ICDS system for looking after the Health, Education, Literacy and Nutrition needs of school drop out Adoloscent Girls in the age group of 11—18 years. When fully operationalised the scheme will benefit 4.5 lakh girls.

Respect of Traditions and Values in School Curricula

2149. SHRI MENTAY PADMANABHAM: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether the ministry have studied the posibility of drawing up curricula for schools to inculcate respect for our traditions and values;

(b) whether such subjects will be initiated in the Central Schools; and

(c) what measures and educational aids has been compiled to meet the challenge of Foreign TV which is emphasising different values and a new style of life on our youngsters?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION AND DEPARTMENT OF CULTURE) (KUMARI SELJA): (a) and (b) The National Policy on Education envisages a national system of education based on a National Curricular Framework containing a common core cutting across different subject areas. These components aim at promoting values such as History of Freedom Struggle, India,s common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of environment, removal of soial barriers, observance of small family norms and inculcation of scientific temper. On the basis of guidelines given in the Framework, NCERT revised the entire school syllabi and brought out revised textbooks for classes I to XII integrating the core components thereon. The NCERT syllabi form the basis of prescription of scheme of studies in CBSE—affiliated schools including Central Schools where NCERT textbooks have been adopted.